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AUTHOR Stevens, Paul
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ABSTRACT

This booklet was developed to help parents in Australia guide their children in making career choices. It focuses on coaching (suggesting, guiding, encouraging questions, encouraging self-help actions, sharing decision-making responsibility, and demonstrating a helping attitude) and consulting (asking, sharing perceptions and information, giving most decision-making responsibility to children, helping children take personal responsibility, and enabling children to help themselves). The guide suggests that parents should take into account their children's personalities and use a planned approach emphasizing self-help; determining skills and interests; developing a skills inventory; and matching skills, interests, and school results with occupations. It also states that parents should help children find out what jobs are really like by networking and encouraging work experiences. Resources that can help include career and worklife counselors, government sources such as vocational guidance bureaus, community resources, and the use of diagnostic tests. The guide defines career satisfaction, provides a career-planning checklist for children to complete and parents to review, and recommends five resources. (KC)

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HELPING

YOUR CHILD

CHOOSE A CAREER

PAUL STEVENS

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PAUL STEVENS

The Centre for Worklife Counselling
Sydney

Published in Australia by
The Centre for Worklife Counselling
Suite One, 120-122 Prince Albert Street
Mosman Junction, NSW 2088, Australia Tel: (02) 969.4548

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An Explanation — Worklife

The Centre for Worklife Counselling often provokes comment about its name. The term Worklife was chosen to reflect our continuing work in research, counselling, training and publishing material which relates to improving people's enjoyment from their employment activities **and other aspects of their lives**. We do not accept the traditional view of career counselling—that is, to help people acquire satisfaction only from their working hours. We consider that occupational satisfaction can only occur when a person's total needs are included in the assessment of what is lacking and what needs to be done to increase inner well being, improved relationships with others, and effective performance both at work and non-work activities. Ours is a holistic approach—we try to consider all features of a person at the same time as maintaining a respect for personal privacy by the use of non-threatening inquiries into thoughts and circumstances.

About the Author

After twenty years' employment experience dealing with the problems of employer/employee in the UK, Canada and Australia, Paul Stevens' concern for individuals and their search for satisfaction in work motivates his daily activities and his writing. Paul has a deep understanding of the realities of organisation life and people's needs, and of the factors, practical and emotional, which influence the way decisions are made about careers and worklife issues. His involvement in counselling clients, supervisors and employees during his personnel management career and now in his consultancy activities during the past ten years makes his advice extremely practical. His experience is backed by studies at universities in Industrial Psychology and Business Administration.

ESSENTIAL STEPS IN CHOOSING A CAREER

A. Assessing your:

- skills
- interests
- knowledge
- preferences
- experiences
- temperament
- accomplishments

B. Exploring career possibilities:

- information sources
- skills required
- major employers
- training required

C. Developing skills to:

- research data
- question others
- make telephone enquiries
- handle research interviews

D. Taking job search action:

OR

Enrolling in tertiary education:

- prospecting for vacancies
- writing résumés and
application letters
- applying for jobs
- attending screening
interviews
- attending selection
interviews

- acquiring
information
- scholastic
requirements
- application data
- costs expected
- enrolment
deadlines

E. Acquiring the job

- evaluating employment offer(s)

HELPING YOUR CHILD CHOOSE A CAREER

Every year thousands of high school students face the daunting decision of making plans for life after school. They are expected to undertake this when the final results of their schooling in scholastic terms are unknown and can only be predicted with limited accuracy. Year 8, Year 10 and, sometimes changes in Year 12, subject choices cause anxiety and stress for all involved because of the implications such choices have on the likely employment prospects of the student. Concerned parents agonise over whether the choice they make for their child, or the choice their child makes, is the 'right' one. Teachers are pressured to respond to both student and parent inquiries about these implications for employment life but are often inadequately informed about worklife options. At these important times employers are not usually readily available on school sites to contribute important information to help the decision-making process. No wonder there is confusion, consternation and sometimes breakdowns in child-parent relationships at these times.

Career Choice

Career choice is no longer a once-in-a-lifetime event. The rate of social change, loss of careers through technological and economic change, and emerging new occupations all indicate the need to regard our children's career choice as one which is likely to be changed every decade of their lives.

Unlike their grandparents, the real issue for our children is the appropriate choice of job for the next ten years, not the next forty-four.

For our children it will be a lifelong process of self-clarification. Their employment will be characterised by the accumulation of both anticipated and unexpected experiences, career decisions and adjustments made throughout their working life.

As parents, our best contribution is to help them understand that managing a career involves:

- developing positive self-concepts
- making the most of vocational possibilities
- formulating specific goals
- obtaining employable skills
- being prepared to change career directions

In other words, to impart to our children a sense of planning and commitment, tempered with the flexibility required in a changing world.

Parents' Role

Parents who demand of their child "What have you decided to do?" from Year 9 onwards are being unrealistic and unfair. They are in danger of creating resistance within their child to making career decisions .

A more practical approach is to share thoughts on the meaning of work in our lives, to provoke discussion on the conflicts we, as adults, face about sharing our time between career, leisure, parenthood and time alone. We need to engender healthy attitudes towards working life. Too many children model their views of their employment future on their parents' negative comments at home about incidents experienced at work. Rarely do we tell our children that work is often fun, stimulating and a challenge.

Exam results, HSC aggregates and school reports can assume far too much importance in the endeavours of parents concerned with helping their children to prepare for life after secondary education. Sharing our own experiences with our children is just as important, and often more so, in helping them to organise their thoughts and plans. The nature of our help should be sharing, coaching and consulting with them.

COACHING AND CONSULTING IN PARENT-CHILD CAREER DECISION MAKING

COACHING	CONSULTING
• SUGGESTING • GUIDING • ENCOURAGING QUESTIONS • ENCOURAGING SELF-HELP ACTIONS • SHARING DECISION MAKING RESPONSIBILITY • DEMONSTRATING A HELPING ATTITUDE	• ASKING • SHARING PERCEPTIONS AND INFORMATION • GIVING MOST DECISION MAKING RESPONSIBILITY TO THE CHILDREN • HELPING CHILDREN TAKE PERSONAL RESPONSIBILITY • ENABLING CHILDREN TO HELP THEMSELVES

Our role should be a nurturing one, not a master-servant relationship in which we exhort our children to greater efforts in school work through bribery, threat or condemnation. The preservation and building of our children's self-esteem is of paramount importance, so that they make the initial career choice comfortably and believe it to be their very own. Their career choice should not be a response given just to appease or to meet the parents' perceived aspirations.

Children need to be helped to assess their skills, evaluate their personality traits and obtain essential knowledge of the realities of the world of work. This is the appropriate parents' role in helping their children to choose a career, rather than making them passively accept a choice made for them.

The writings of an American, Frank Parsons, in *Choosing A Vocation* are as valid today as when he wrote the following in 1909:

In a wise choice there are three broad factors:

1. A clear understanding of yourself, your attitudes, abilities, interests, ambitions, resources, limitations and other qualities;
2. A knowledge of the requirements and conditions of success, advantages and disadvantages, compensations, opportunities, and the prospects in different lines of work;
3. True reasoning on the relations of these two groups of facts.

Personality

The matching of a child's aptitudes with a specific occupation is not sufficient.

The influence of personality in occupational choice is very important. In choosing a career, individuals are likely to seek out work environments which allow them to express their particular personality type.

Careers have differing personality requirements. Each career requires a particular set of behavioural characteristics in order to be effective within it. Rarely can these be learned from standard printed career guides which frequently restrict their advice to academic entry requirements and brief descriptions of job duties.

Parents have had more opportunity than anyone to appraise the personality of their child. They can make a major contribution to the child's career choice process by sharing their views about these critical aspects of personality, and guiding an investigation into them.

The personality factors that affect career success can be grouped under seven headings:

- INTELLIGENCE (abstract, social, mechanical)
- PEOPLE SKILLS (sociability, humour, empathy)
- DRIVE (energy level, motivation, initiative, persistence)
- EMOTIONS (stability, emotional maturity, self-control)
- WORK HABITS (capability for detailed work, orderliness, punctuality, thoroughness)
- PHYSICAL ATTRIBUTES (appearance, health, size)
- CHARACTER (honesty, responsibility, integrity)

A word of caution. There are widespread myths about most careers. For example, people commonly believe that a person must be extremely glib to sell products or services. This is simply not so. Selling requires more listening than talking. The art of selling is the art of asking the right questions and getting the prospective customer to talk.

Parents can diligently explore the personality requirements of a career by enlisting the help of relatives, friends, acquaintances and colleagues. It is rare that a parent cannot find someone working in the occupation being considered who can provide this information.

Self-help

I recommend a planned approach to career decision making with children using self-help skills from age fourteen onwards, skills they have learned to apply to other aspects of information gathering and learning in school work.

The self-help skills necessary for children to undertake career choice research have already been developed in their earlier education. They are:

- SELF-ASSESSMENT - learning about self, personal values, setting goals
- DETECTION - finding the sources of information
- RESEARCH - printed materials, discussions, observing
- COMMUNICATION - listening, questioning, writing, assertiveness

Whether the answer comes readily or not, in Year 10, 11, 12 or even later, parents should encourage children to use their self-help skills when making their own career choice decision. However difficult this may be for your children, it is preferable that they strive personally for their own conclusion. Far too many mature adults seek my counsel, resentful that they followed another's choice and not their own when they were teenagers.

Don't place unrealistic expectations on the school Careers Adviser, frequently a part-time role for a person trained in another discipline.

Careers education developed as a response to the need to prepare students for the world of work and the school-to-work transition. It is rare to find a Careers Adviser trained in **career choice decision making**. The emphasis of their role is more on preparation for the world of further education or training, and on providing career-related information.

Skills and Interests

You should encourage your child to make an inventory of their skills and interests. This can be an exciting and morale-building process. Skills and interests need to be identified before their potential for transfer to a variety of occupations can be assessed. Without an extensive inventory it is not practicable to select career goals. This search for skills and interests is not only of benefit in the appraisal and selection of occupation choices. For

example, as this inventory of skills and interests expands, your child is likely to become more able to describe them to other people. A further benefit is the growth in their self-confidence as the search reveals that their skills are more extensive than first thought. This can result in improved self-esteem and a greater range of career options.

All teenagers have something of value to offer employers. Some are able to analyse problems, or to look at issues clearly and thoughtfully, others can see another's point of view, or are able to communicate ideas succinctly. All are examples of skills useful in the world of work.

Employers seek a wide range of qualities, not just those measured in examinations. A student may have done well in other activities, or will have gained skills from learning experiences outside school. The art of successful career choosing is to work out the skills and interests acquired from **all** activities and experiences—in and out of the classroom and at home.

Yet the most important factor we should emphasise to our children is that their interests, wishes and contentment will determine what they do well far more than their aptitudes or IQ.

Defining a Skill

Everybody seems to have a different way of explaining what a skill is, with the consequence that we can become confused. I have found that one definition is not enough. Here's the best composite explanation of a skill I can devise. A skill is:

- a characteristic that gives you the ability to do something
- a quality, trait or talent used in living each day
- a specific behaviour which results in an achievement
- a way in which you tend to be successful when dealing with problems, tasks and other life experiences
- a learned ability to carry out an activity effectively
- a capacity or a natural gift, an instinct, an eye for, a knack, a proficiency or a strong point

Some of our skills become evident early in life, such as an agility in sports or ability in mathematics. Most skills develop slowly and are more difficult to recognise. Many relate to how we interact with other people.

The wonder of assembling an inventory of skills is that most can be used in a wide variety of worklife situations—different careers, occupations, different employers, different locations and different ways of living in the world of work. Their transferability is limited only by the efforts your child, with your encouragement, is prepared to put into identifying them and researching the variety of combinations in which they can be used in employment.

Your Child's Skills Inventory

To help your child assemble a skills inventory, discuss examples of situations where their skills have been used under the following headings. Use a page for each heading and it should not take long for a comprehensive list to emerge:

- Using Hands
- Using Words
- Using Numbers
- Using Intuition
- Using Analytical Thinking
- Using Creativity (Originality)
- Using Helpfulness
- Using Artistic Abilities
- Using Leadership

Modesty

The factor which frequently threatens the success of this form of self-assessment is modesty or falling into the trap of believing that employers demand only knowledge as measured by scholastic results. Also several years of conditioning may deter your child from identifying all their skills as we are taught that to boast is swell-headed or vain. A parent can contribute to overcoming this inhibition. By recollecting and discussing various accomplishments that your child has achieved and suggesting the skills that were necessary for that achievement, you can help your child record a growing list of skills.

Helpful Materials

There are a wide range of exercises available to guide this self-exploration for skills relevant to career choosing. First check your local library for books containing career-planning guides and self-assessment questionnaires. Or the school's Career Adviser may be able to recommend some which can be purchased. Many aids of this nature are self-scoring, i.e. a psychologist does not have to be engaged to interpret the results.

YOUR CHILD'S JOURNEY IN DECISION MAKING

Where I've been	=	SCHOOL RESULTS	+	OTHER LEARNING EXPERIENCES
Where I am now	=	MY SKILLS LIST	+	MY NEEDS/ INTERESTS
Where I want to go	=	MY IDEAL JOB	+	MY PREFERRED TYPE OF EMPLOYER
What I need to get there	=	FURTHER EDUCATION or TRAINING		
What I will do	=	MY ACTION PLAN		

Matching Skills, Interests and School Results With Occupations

The future belongs to those who prepare for it. While this observation is not new, it certainly applies to the current time. New jobs, new careers, new forms of education, new concepts of work are all affecting the world of career choice. Hundreds of careers today did not exist ten years ago and, conversely, many careers have been eliminated or employ greatly reduced numbers. Yet, as has been said often, 'The future arrives daily'. The problem is finding up-to-date sources of information about careers so that the matching of skills and interests is thorough and all available options are considered. Our nation's facilities for career information remain scattered and inadequate.

What Is the Job Really Like?

Networking:

Everyone has his or her own network of friends and acquaintances. From this a network can be formed of people who know others in different working situations. This can be a useful source of guidance. The parents of your child's friends are another network. By making inquiries it should not be hard to find a person who is working in one of the occupations your child has identified as a possible choice. Some teenagers are understandably apprehensive about approaching strangers for information and this is where you can lend a useful hand. By contacting such people you are likely to secure agreement to your child meeting with them and finding out practical information about their world of work.

What to Ask:

Most working people appreciate how hard it is to make a career choice and then to get a start in it. Also, people do like talking about their jobs—often they are pleased to find someone who is interested in their successes and disappointments. Your child is likely to receive a considerable amount of information, but should be guided to ask at least the following questions:

1. How did you get interested in this type of occupation?
2. How did you get into this work?

3. What do you like best about doing this?
4. What do you like least about doing this?
5. Where else could I find people who share your enthusiasm for and interest in this occupation?

If you notice that it has not happened, do prompt your child to send a written thank you note after such an exchange of information to the person who put time aside to help.

Teamwork

As adults we have a greater capacity than teenagers to initiate contacts with others who can help provide our children with the real facts about careers. We can arrange such meetings, chair a review of the findings, and help clarify the ideas that the child develops as a result of this gathering of information.

Together, the child, parent, school principal, careers adviser, form teacher, family friends, neighbours and relatives make up a formidable array of accumulated knowledge, experiences and occupational awareness. Add to this the possible contribution from vocational psychologists, worklife counsellors, career reference centre staff, personnel managers, tertiary education advisers and the professional associations representing different careers and industries and the danger is more a surfeit of vocational information than a scarcity. The parents' motivation and ability to harness the contribution of each of these sources is important here.

You need to use your skills to show your child how to make sense of the information obtained from these sources. It is a process which should be unhurried and progressive, but not ignored or abandoned mid-stream.

Children are used to absorbing information at school. Your role is not unlike that of a teacher—to interpret where there is a lack of understanding, to check that the critical aspects have been mastered and to provide support when the task appears too formidable or overwhelming.

Five days on a school-organised work experience program, a cursory review of printed booklets and one visit to the local careers information centre is simply not a sufficient data base for the child to make a considered decision and be ready to let you know what it is.

Ask your child to complete this checklist, then consider ways in which you can provide, or arrange, that help.

HELP REQUIRED CHECKLIST

I need help with:



- ☐ Obtaining information about occupations/employers
- ☐ Determining appropriate type of employment in relation to my school results and work experience
- ☐ Determining suitable employment in relation to my interests, values, skills and personality
- ☐ Long-range career planning
- ☐ Obtaining a part-time job/temporary work
- ☐ Enrolment procedures for tertiary education locally, overseas or interstate
- ☐ Job application procedures
- ☐ Compiling a résumé
- ☐ Interview training and rehearsal
- ☐ Identifying appropriate recruitment consultants to contact
- ☐ Learning how to set up a network of contacts

Value of Work Experience

During the latter stages of secondary education your child is likely to participate in a Work Experience program initiated by the school.

A common fault is to regard a period of employment of Work Experience as the key opportunity to test out whether a career option is right or wrong. Work Experience is more an opportunity for a **total learning experience**. A chance to experience making job applications, to observe how people work together within an employment environment, to practise obtaining information from others and to assess how others view the role of work in their lives. Rarely does it provide an adequate framework for validating the suitability of a particular occupation. Much more research is required before your child has sufficient information on which to base a sound judgement.

The trend for schools to require students to make their own Work Experience job applications is preferable to having the employment arranged with an employer by the school.

The provision of a Workbook to assist your child structure how they conduct themselves at the place of work, approach others to ask questions and evaluate their experience is important. Many schools provide such a Workbook. You should inquire whether or not the school provides one and use the contents as a basis for discussions with your child and reviewing what has been gained from this exposure to employment conditions.

RESOURCES TO HELP YOU AND YOUR CHILD

Careers Advisers and Worklife Counsellors

Both Careers Advisers and Worklife Counsellors are concerned with helping to resolve confusion about the different options faced in relation to future work.

A Careers Adviser generally focuses on the 'nine to five' existence and is concerned with matching aptitudes, skills and interests to specific occupations and types of employment environments. The approach taken by a Worklife Counsellor is broader. Here the counsellor is concerned that the identification of an occupation is evaluated in terms of the client's perspective

on life as a whole. It is not restricted to the role as an employee. The relationships between career goals and lifestyle plans are included in the evaluation.

Both groups of professionals must have a substantial experience of the world of work, up-to-date knowledge of education facilities and entry requirements and an ability to empathise with strangers and their problems. They can help with career planning, decision-making difficulties and career path confusion.

Counselling is most effective when the counsellor helps you and your child to identify self-help measures and procedures so that you are able to solve your own problems and plan your own quest for information, rather than have the answers dictated to you.

There are several beliefs influencing the way in which counsellors work and the success of such counselling. They are:

- It is important for people to plan their futures.
- Learning the skills of career planning and self-assessment is an integral part of total personal development.
- Self-knowledge is critical for successful decision making.
- People need to have an accurate knowledge of occupations suitable for their unique characteristics, and to keep this knowledge up-to-date in a constantly changing world.

Government Resources

The Australian Standard Classification of Occupations (ASCO)

This important aid is a dictionary of occupations containing over 9000 job titles and descriptions of their duties. It is very useful for careers educators, guidance personnel and students. It is helpful when endeavouring to link the results of your child's self-assessment to available occupations.

A copy of ASCO should be in your school or local public library.

Vocational Guidance Bureaus

This facility is available in all States and has a long history of service, dating back to 1928 in the case of New South Wales. The orientation of their service is primarily to those under twenty-five years of age. No fee is charged. They are usually staffed by career public servants who specialise in counselling and the use of helpful material.

Careers Reference Centres

These are now established in all State capitals and many country centres. They contain a host of material in printed, audio and visual form relating to the nature of occupations and information on education/training alternatives.

Community Resources

Organisations such as Rotary, Apex, Lions and Rotaract are a source of **real life** information.

Community service organisations whose members are professional or business people will often be willing to help your child practise selection interviews and possibly to assess their résumé and job application letter. Ask whether any of your contacts or relatives know someone in Apex, Lions, Rotary or Rotaract from whom your child could request such help.

Members of these community service clubs are dedicated to helping people in need. They will often respond to requests for guidance about employment opportunities, selection procedures and information about various occupations.

Diagnostic Tests

Australian Council for Educational Research (ACER)

This organisation based in Melbourne has a key role in the use of psychological tests and measurement as a part of the career guidance process. It is the main source of test development and diagnostic resource material within Australia. ACER can provide advice on what materials are available to help.

Publications

An increasing number of books to aid readers in their personal career management are being published locally and others imported. Their theme is to help readers learn effectively from their experiences and guide them in how to use their new insights in the development of career plans and strategies. The methods described in these publications assist readers to develop three critical skills—observation, analysis, and planning and scheduling. Some require readers to complete a structured self-analysis in written form in a comprehensive and systematic way. The major publishers within Australia for this form of career help are The Centre for Worklife Counselling, Sydney; Hobson's Press, Sydney; Longman Cheshire, Melbourne; and Jacaranda Wiley, Brisbane.

GUIDE FOR CAREER DIRECTION DECISION MAKING

Consider the decision you need to make. It is likely to be between two or more alternative career direction choices.

Step One: For each career choice write down a list of as many outcomes as you can think of—that is, the consequences of choosing that alternative. Some will be negative and others positive in nature.

Step Two: Give each outcome on the list a number, a value, from 0 to 10. When values approach 0 the outcome is of little, or low, importance in relationship to others on your list.

Step Three: For each outcome listed evaluate the probability that it will happen. For example, 0 is that the outcome will definitely not occur. 10 is that it definitely will occur. 5 indicates a fifty-fifty chance that it will occur. Write these figures in the second column.

Step Four: Multiply the value of each outcome by the probability of its occurring. Write these answers in the third column. Add up this column. Repeat this procedure for the other alternative(s).

Step Five: The alternative with the highest expected value is the one most appropriate for you to take.

Career Satisfaction

The concept of work satisfaction was foreign to most of our grandparents. Many took pride in doing a fair day's work for a fair day's pay, but the work itself was seldom questioned for its value either to the individual or society. Work, as they saw it, was a necessity.

Our expectations and hopes for our children are very different. We want them to achieve some measure of personal growth in the career they undertake: to derive psychological success as well as adequate financial reward. Yet the economic insecurities which surrounded our grandparents appear to be replicated today for those on the threshold of their working lives. No wonder we are concerned.

Our anxiety that they make the right choice and achieve the necessary scholastic level is heightened by an overall scene of extreme competitiveness and the evidence that some will lose out. There are insufficient jobs currently available for every school-leaver to gain employment.

The inherent danger is for parents to be overly concerned about career choices dominated by security aspects rather than the uniqueness of their children. There is no security in employment now and our children may need to learn through negative employment experiences as well as positive ones. This is part of growing up and developing career survival skills. As their secondary education draws to a close our protective role is over.

Despite these apprehensions, parents have a valid role as facilitators of information gathering, not the imposition of their preferences on their children. If the career choice subsequently does not work out, our earlier care and concern will provide the inducement for our children to turn to us willingly for further advice and assistance.

Alternatively, the skills in choosing a career that we have helped our children to acquire are likely to be applied by them independently. It is, after all, an important gift and legacy from concerned parents.

The wise words written by Meyer Bloomfield in his book, *Finding One's Place in Life*, written in 1917 are a pertinent conclusion to my recommendations:

The child must in the end be the captain of his own soul and self. But the parent may serve the young navigator, quite as our government serves every pilot and the skipper with charts, weather signals, coast survey and nautical information. The government constantly sounds the waters, and organises the assistance for the navigator which no individual alone could effect. So in a lesser but not less real way, the home must serve as beacon as well as convoy—reaching out its help so long as youth can be served with warning, comfort and direction.

Career Preparation Check List

To be completed by your child and then reviewed by you

	Yes	✓ No
• Have you carried out the most thorough appraisal of yourself you have ever done?	☐	☐
• Have you identified your strongest skills and interests?	☐	☐
• Are these what you have done well and enjoyed most?	☐	☐
• Have you identified at least five occupations which suit your particular set of skills and interests?	☐	☐
• Have you researched what all of the occupations really involve and where they are available?	☐	☐
• Have you made an effort to interview someone in each of these occupations to ask what it is really like?	☐	☐
• Have you discussed the results of your research with a Careers Adviser or Vocational Guidance Officer and your parents?	☐	☐
• Do you know the training which is required for each occupation and where it can be obtained?	☐	☐
• Do you know the main employers of the five occupations you have researched?	☐	☐

Is Your Child Properly Prepared for Job Hunting?

Use the following as a basis for discussion with your child.

Prospecting

- Have you identified the person with the authority to hire you and personally addressed your covering letter and envelope?
- How extensive has been your research on your prospective employer?
- How knowledgeable are you about the occupation's employment conditions, likely problems and skill demands?

Your Résumé

- Does your résumé clearly highlight those aspects of your education and work experiences relevant to your objective?
- Have you avoided mentioning information not relevant to your objective?
- Does it clearly state significant achievements in your education and other activities?
- Does it convey a positive impression without appearing conceited or too modest?
- Have you really thoroughly searched your past and found all appealing facts to interest employers in you?
- Is your résumé concise, clear, well-spaced and error-free? Does its presentation encourage its selection from among a group of résumés?
- Have you checked with another person that the message you want to convey is communicated in your résumé?

The Interview

- Have you memorised the basic statistics of the organisation (eg number of employees; main products/services; where it operates)?
- Have your skills been prepared in clear classifications so that they will take no longer than three minutes to say when brought into conversation?
- Have you rehearsed your answers to the likely questions with an adult in preparation for the interview?
- Are you resolved to talk mainly about the job rather than yourself?
- Have you planned to write a thank you note to mail to the interviewer the day following the discussion?

Recommended Further Reading

Australian School Leavers Yearbook, (Revised Annually)
Hobsons Press, Sydney

The Career Choice Guide, Robert Bisdee, Penguin, Melbourne,
1986

Making Vocational Choices: A Theory of Careers, John
Holland, Prentice-Hall, New York, 1973 and subsequent editions

Tertiary Pursuit, Katherine Lock, Fernbrook Publishing,
Victoria, 1987

Your Job Search Organiser, Paul Stevens, Pitman/Longman
Cheshire, Melbourne, 1988

OTHER BOOK BY PAUL STEVENS

The New Win That Job!

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